

*PERSONNEL MATTERS*

# CAREER SERVICE INQUIRY

## A. ORGANIZATION AND OPERATION OF CAREER SERVICE SYSTEMS

- ✓ 1 How many distinct boards and panels does the career service use?
- ✓ 2 How many careerists serve on each of these boards and panels?
- ✓ 3 Are individuals rotated after serving a limited appointment or does the incumbent of a particular position serve until replaced?
- ✓ 4 Delineate the responsibilities of the various elements of the career service structure?
- ✓ 5 What kinds of actions are considered or monitored by the career service, e.g., assignments, promotions, awards?
- 6 Are there written guidelines or criteria the career service uses in fulfilling its responsibilities?
- ✓ 7 What kinds of documentation and staff support are provided the action bodies?
- 8 How are inter-career service assignments and transfers handled?
- 9 Are there career services with whom you maintain a particularly close liaison? Explain.
- 10 How long have your present career service procedures been in operation?
- what 11 When was the last significant modification of structure or procedure made?
- ✓ 12 What career service actions (or proposals) are brought to the personal attention of the Head of the Career Service for approval?  
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- 14 What career service actions (or proposals) are brought to the personal attention of the Deputy Director for his approval?  
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## B. RECRUITMENT FORECASTING AND STAFFING PRACTICES

- ✓ 1 For how many years in the future are recruitment requirements projected?
- ✓ 2 How are recruitment requirements estimated? Do you consider the developmental potential of on-duty personnel in determining your need for new personnel?
- 3 How are age and grade relationships considered in relation to employee succession or annual recruitment exercises?
- 4 Do you use written selection and personal evaluation criteria when reviewing applicant files?
- 5 \*\*\* Describe your applicant review procedure identifying the role of various Agency officers in applicant referral and selection.
- 6 Do you clearly differentiate prospects by employment categories, i.e., clerical, technical, and professional? When is the new employee informed of his status in this regard?
- 7 Do you always assign new employees to their appropriate category or do you, for example, permit professionals to accept clerical jobs subsequent to a commitment to employ?
- 8 When and how is the applicant informed of his specific duty assignment and his general career development parameters if hired?
- 9 Do you rely primarily on the development of young professionals to in due course fill your senior and executive positions?

A/3 \* How often and for what reasons do you deal with the front office of the Component?

A/5 \*\* How much guidance is provided by the Deputy Director in personnel management matters?

B/10 \*\*\* What role do you have in the selection of new employees?

*grade function*

- 2 -

C. EQUAL EMPLOYMENT OPPORTUNITY PROGRAM

- 1/ What initiatives have been taken by the career service to stimulate EEO?
- 2/ What procedures have you for developing and training on-duty minority group members?
- 3/ What jobs were filled by women during the past two years that were heretofore filled only by men?
- 4/ What jobs, if any, pose special problems if not filled by an individual of a particular sex? Please explain.
- 5/ *career service* What criteria are used to identify the more "promising" officers in the career service? What special steps are taken to preclude discrimination because of race and sex?
- 6/ What attention, if any, is given to age:
  - a. As a factor in recruitment?
  - b. As a factor in candidate selection for training or executive development?
  - c. As a factor in promotion?
- 7/ Do you have any jobs wherein race could be a factor in its being satisfactorily performed?

D. EMPLOYEE UTILIZATION AND COUNSELING

- 1/ Describe how employee counseling, if any, is used within the Career Service?
- 2/ Have you identified a particular set of experiences (assignments or training) which you attempt to program for employees as their careers pass from the junior through the mid-level to the more senior positions?
- 3/ How many professionals have you developed from the clerical or technical ranks during each of the past two years?
- 4/ How do you identify and develop clerical or technical personnel with "potential" and interest in professional positions?
- 5/ By what means do you assure the assignment validity for new, young professionals and establish:
  - a. that they feel appropriately assigned.
  - b. that they feel sufficiently challenged.
  - c. that they feel fully informed of career service activities and policies.
- 6/ How is the use and duration of Personal Rank Assignments controlled at different grade levels?
- 7/ What are the most common reasons for effecting employee reassignments?
- 8/ What procedures do you use for making reassignments?
- 9/ How are urgent or priority requirements met?
- 10/ How do you identify and resolve "underemployed" problems?
- 11/ Do employees in the junior or mid-level range participate in management activities? If so, how?

- 3 -

E. EMPLOYEE MOBILITY AND ROTATION

- 1 Describe the extent to which the career service is dependent upon "mobility" as a factor in:
  - a. filling jobs of various kinds (quantitative).
  - b. precluding rotational problems.
  - c. providing important experience in career development.
- 3 What percentage of your "rotational" jobs :
  - a. involve the lateral movement of individuals to like kinds of jobs having rather nominal distinctions?
  - b. are viewed (and initiated) by the career service as serving the purpose of providing personal development for the employee?
  - c. are systematically planned rather than the consequence of an employee's initiative to resign, request a transfer, or retire?
- 4 What professional jobs have you filled by individuals of other career services during the past two years? Why were these assignments made?
- 5 Have you used vacancy notices to identify prospects to fill positions?
- 6 If so, did the system apply only to certain jobs? If vacancy notices are no longer used why was the practice discontinued?
- 7 Have you observed and analyzed patterns of movement among different occupational groups and used this information in planning employee career development? (Model of Progressive experiences)

F. TRAINING ACTIVITIES

- 1 How are training requirements determined? *according to (job needs? Personal needs?)*
- ~~2 How are training requirements determined according to personal development needs?~~
- 2 What kinds of internal training (intra-career service) do you provide?
- 3 What kinds of OTR programs have proven most helpful? Least helpful?
- 4 Have certain training courses or programs served as prerequisites or of special significance for promotions at certain levels or for assignment to particular positions?
- 5 Have you identified types of training which have been difficult to schedule or obtain in planning employee personal development?

G. PROMOTION SYSTEMS

- 1 Are the procedures used to evaluate employees for promotion different for various grade groups? For various occupational groups?
- 2 Have you changed or discontinued certain procedures because you found them unreliable or invalid?
- ~~3 Other than planned variance in promotion rates when and what change has been made to your promotion policy?~~ *was the last significant*
- 4 Does the career service have a "written" promotion policy which explains promotion criteria and time-in-grade requirements?

-- 4 --

G. PROMOTION SYSTEMS (Con't)

- 5 Recognizing the limits imposed by the CSGA what other considerations determine your promotion rate at each grade level? Do you have quotas?
- 6 How does the promotion system provide for the equitable consideration of careerists:
  - a. engaged in lengthy training assignments?
  - b. assigned to personal rank positions?
  - c. in active military service?
  - d. assigned to other career service positions or to an outside Agency?
- 7 What is the extent of the documentation used in the promotion process?
- 8 Do you set aside certain position assignments to accommodate the promotion of "comers"? Special time-in-grade policy for "comers"?

H. EMPLOYEE RECOGNITION AND AWARDS

- STATINTL
- 1 Who initiates requests for QSI awards and how are they processed?
  - 2 Beyond those outlined in [ ] what specific standards or criteria are used for judging the merit of individual cases? How do they differ from promotion criteria?
  - 3 Are records kept of career service consideration of QSI requests? If so, how many requests were turned down in each of the last two years?
- STATINTL
- 4 How are recommendations for honor and merit awards [ ] initiated and processed within the career service?
  - 5 What criteria does the career service use for making judgments and in identifying the appropriateness of the level of the award?
  - 6 In addition to awards formally provided for by Agency regulations are there other kinds of rewards or recognition systems developed or used by the career service, e.g., special prestigious assignments, approval for a particularly desirable overseas post?

I. EMPLOYEE SUITABILITY AND EMPLOYEE REDUCTIONS

- STATINTL
- 1 What steps have you taken to provide for the reduction of employee strength to meet surplus problems?
  - 2 In meeting the requirements contained in [ ] how does the career service evaluate an employee's suitability for:
    - a. retention following the one year trial period?
    - b. acceptance into the career service following a three year provisional appointment?
  - 3 How many employees have been lost each year for the past two years for failure to qualify after a one (or three) year period?
  - 4 What specific ranking methods are used, if any, in determining an employee's status in the career service, particularly the "least needed"?
  - 5 What kinds of evidence other than Fitness Reports are used as evaluation tools in personal suitability cases?
  - 6 How is information on attrition patterns used in planning future reductions and changing personnel needs?

-- 5 --

J. EMPLOYEE/MANAGEMENT COMMUNICATIONS

- 1 How may an employee express his desires and preferences with respect to future assignments or training?
- 2 How are the retirement intentions, growing job dissatisfaction and other plans or attitudes of employees brought to light?
- 3 Do you disseminate written "newsletters" (not notices) to employees? How often?
- 4 How does the career service inform employees of personnel decisions, e.g., promotions and reassignments?
- 5 How are employees specifically informed when they are judged by the career service to lack potential to advance further in grade or responsibility? By whom?
- 6 Are there particular concerns of management or issues requiring decisions for which employee attitudes are sought? How is this done?
- 7 By what process, if any, is employee morale assessed?

K. FUTURE DEVELOPMENTS OR PROBLEMS

- 1 What major functional, organizational, and technological changes are expected in the next ~~four~~ years which have significant personnel implications?
- 2 What problems of retraining or retooling employees for altered activities are anticipated in the next ~~four~~ years?
- 3 Do you anticipate any special problem such as age imbalances or incorrect/occupational mixes in the next four years?
- 4 What ~~other~~ special personnel matters may represent a problem in the next ~~four~~ years? (Example: age imbalances or wrong occupational mixes)

L. EXTRA QUESTIONS

- 1 What do you consider to be your main function or responsibility in your present capacity?
- 2 What personnel practice or approach in which you either participated or observed during your career has impressed you as being most effective in meeting personnel management objectives?
- 3 What do you believe would most improve personnel management within the Agency?